



# Model Lesson Plan

## Social Studies

### Grade 6

#### Topic 1 Part II - Montana Indian Tribal Cultures

#### Stage 1 - Desired Results

##### Established Goals:

- Students demonstrate their understanding of one or more MT Indian tribal cultures by describing attributes of the culture and traditions associated with that/those tribes.

##### Understandings:

- Everyone has a culture. It shapes how we see ourselves, others, and the world. (Review)
- Culture is like an iceberg. Some aspects are visible, and others are beneath the surface. Invisible aspects influence and cause the visible ones. (Review)
- All people share basic needs (e.g., food, shelter, respect). (Review)
- Each person learns a set of behaviors and beliefs from the people they grow up with. (Review)
- Cultures, traditions and languages of MT tribes form the base for tribal decisions.

##### Essential Questions:

- How does culture shape the way we see ourselves, others, and the world?
- How does the culture of the \_\_\_\_\_ tribe shape tribal decisions?
- Why is it important to understand culture?
- How do the invisible aspects of culture influence the visible ones?

##### *Students will be able to...*

- Show respect and their awareness of another's culture.
- Define and give examples of the visible aspects of the culture associated with the \_\_\_\_\_ MT Indian tribe, taking care not to over-generalize. [Utilize the tribe(s) nearest your school's location]
- Keep a notebook or log of the new words and ideas they have learned, and review this information at intervals decided by the teacher

#### Stage 2 - Assessment Evidence

##### Performance Tasks:

- Each student completes the in-class and out of class assignments.
- Each student keeps a notebook/log of notes and the new ideas/concepts/vocabulary they have learned, and can judge their notebook based on a rubric (see proficiency indicators in the assessment folder).

##### Other Evidence:

#### Stage 3 - Learning Plan

##### Learning Activities:

- W= Students receive the assignment and expectations, including the list of vocabulary and concepts they are expected to know, the Essential Questions, Understandings, and the materials they need to complete their work. They will need the worksheets described in the lesson plan that follows.
- H= Teacher and students discuss the big ideas and Essential Questions. These Essential Questions will probably have more than one answer, depending on viewpoints expressed.
- E= Teacher guides discussion and class activities, ensuring that students as a group, and in discussion, understand the implications of visible and invisible aspects of a culture. Respect for all viewpoints should be honored by all students.
- R= Students discuss what they have learned in small groups. The purpose is to learn more, and where necessary, revise their ideas, based on their understandings. It is essential that all viewpoints are honored.
- E= Students evaluate their work, telling (write/tell) what they have learned about culture (this can be in a journal, or in their notes—but these should be retained by the student as a part of their work efforts on this assignment).
- T= Students who are not able to complete all features of the assignment (they may have an IEP, for example) should complete activities based on their different needs and abilities.
- O= This is probably a 3 class period assignment and discussion; most of the work will be done the first day; discussion of essential questions about culture is essential; this sets up the work. These learnings about culture will be used and referred to throughout the year.



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#### Teacher Resources:

- Utilize the background information on the culture of each Indian tribe in Montana. These are found in the book, *Montana Indians*; this is also available at: [www.opi.mt.gov](http://www.opi.mt.gov)

#### TEACHER NOTE:

- This unit on MT Indian tribal culture will take 3-5 days to complete. It ensures that students have factual information about MT tribal culture, and information can be used to make comparisons among the MT Indian tribes, and other cultures (for example, cultures in other geographic locations, and at different times. Students should continue keeping a notebook of their worksheets and their notes and handouts, so that they can refer to this information as needed (for review and future reference).

#### Vocabulary/Concepts:

- New: culture, visible culture, invisible aspects of culture.
- Review: tribal decisions, basic needs

#### DAY ONE:

- Utilizing the information provided on the culture of the tribe selected, lead students in a discussion of cultural attributes, using the same discussion points used in Day 2 of Topic 1, Part 1, What Is Culture.
- While lessons in Topic 1, Part 1 concentrated on both visible and invisible aspects of culture, concentrate on the VISIBLE aspects in this lesson. Students may enjoy talking about invisible aspects as well, but they will not be held accountable for those aspects in this lesson.
- Have students note the visible aspects of the MT tribal culture in their notebooks.
- Students should use their Student Glossary (make a copy for each student, and ensure that they 3-hole punch their glossary and add it to their notebook) to define and use the words for the particular MT Indian culture they are studying. The terminology chosen as important for the particular tribe should also be added into the student's notes in the notebook.

#### DAY TWO:

- Lead a quick discussion of the cultural attributes discussed in Day 1. Ensure that all students have reviewed the material.
- Each student should use his/her notes from their notebooks to complete a worksheet on Cultural Attributes of \_\_\_\_\_. (See Student Materials By Topic, Appendix III.
- Each student is responsible to place the worksheet in his/her notebook. The information gained from this assignment could be used in a comparison report later, in relation to another culture or civilization (for example, in comparison with ancient cultures, or with cultures from other geographic locations—depending on your local curricular emphases).

#### DAY THREE:

- Review the enduring understandings which students have been learning, preparatory to the next lesson. (HIGHLY RECOMMENDED)
- This may be a good time to have students or small groups do reports on all of the other tribes in MT. This will also directly aid their abilities to research, write, discuss and report—necessary components of grade 6 curriculum in Social Studies Standard 1, Communication Arts, Library Media, Science Standard 1, and Workplace Competencies.